**Prokopanko, C. ().An Interdisciplinary Approach to Curriculum in the Middle Years: Summative Evaluation of the IMYM *Climate Change* Pilot Study**

In this way, IMYM teachers can meet the needs of their students while using the ICT available to them by choosing, modifying, and then introducing appropriate learning experiences.

The IMYM model exemplifies four broad beliefs about teaching and learning (MECY 2004a).

␣ meaning making is enabled through a constructivist and collaborative learning environment [integration of curriculum] (Jonassen 1996, 2000)

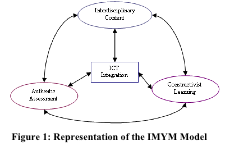
␣ deep understanding develops when multiple disciplines are blended around a transferable concept [interdisciplinary learning]

␣ motivation increases when learning occurs in a real world context using ICT as a learning tool [integration of ICT] (Bitner & Bitner 2002)

␣ gradual release of responsibility to learners requires a shift in the role of the teacher from disseminator of information to facilitator of active learning [model of explicit instruction]

**Figure 1: Representation of the IMYM Model**

**Figure 1: Representation of the IMYM Model**



Coordinators of Manitoba listserv. To qualify for the pilot study, interested teachers needed to teach at least two core subjects to Grade 5 students in the 2003-2004 school year. They also required experience with interdisciplinary and differentiated instruction, experience with collaborative learning strategies, and access to at least three computers situated within their classroom and connected to the Internet.

Firstly, applicants provided a letter of administrative support from their school, since administrative support was found to be a critical component in the success of previous IMYM pilot studies.

The rationale behind these additional requirements was to ensure that applicants understood their commitment and the responsibilities involved in participating as IMYM pilot teachers. Each professional learning session was designed around four themes 1) the draft content of the IMYM *Climate Change* interdisciplinary unit 2) the methodology of interdisciplinary and collaborative instruction and assessment in the IMYM model 3) the pedagogy and management of using ICT to enable learning in the IMYM classroom and 4) the functionality of the IMYM Online Learning Community as a pilot environment.

The face-to-face professional learning sessions helped to establish an IMYM community of learners, fostering increased collaboration and peer support among the pilot teachers through the duration of the pilot study (Brown & Campione 1994; Scardamalia & Bereiter 1994). This ongoing collaboration and peer support continued through the IMYM Online Learning Community (MECY 2004d), a learning environment created using WebCT learning management software. The data provide evidence that pilot teachers experienced the following

␣ change in teaching styles␣ altered perceptions regarding their role as a teacher ␣ increased job satisfaction ␣ newly acquired teaching and ICT integration skills ␣ increased technical knowledge and skills

␣ increased teacher knowledge about climate change ␣ increased student knowledge about climate change ␣ improved classroom management skills

**Conclusion**

Based on analysis of the qualitative and quantitative data collected from this study, the IMYM *Climate Change* pilot study demonstrates a positive impact on both teaching styles and learning outcomes.